U.S. DEPARTMENT OF HOMELAND SECURITY
FEDERAL LAW ENFORCEMENT TRAINING CENTER
TRAINING DIRECTORATE

TRAINING MANAGEMENT AND COORDINATION DIVISION
Training Methodologies Branch

LEIISTP
Law Enforcement In-Service Training Program
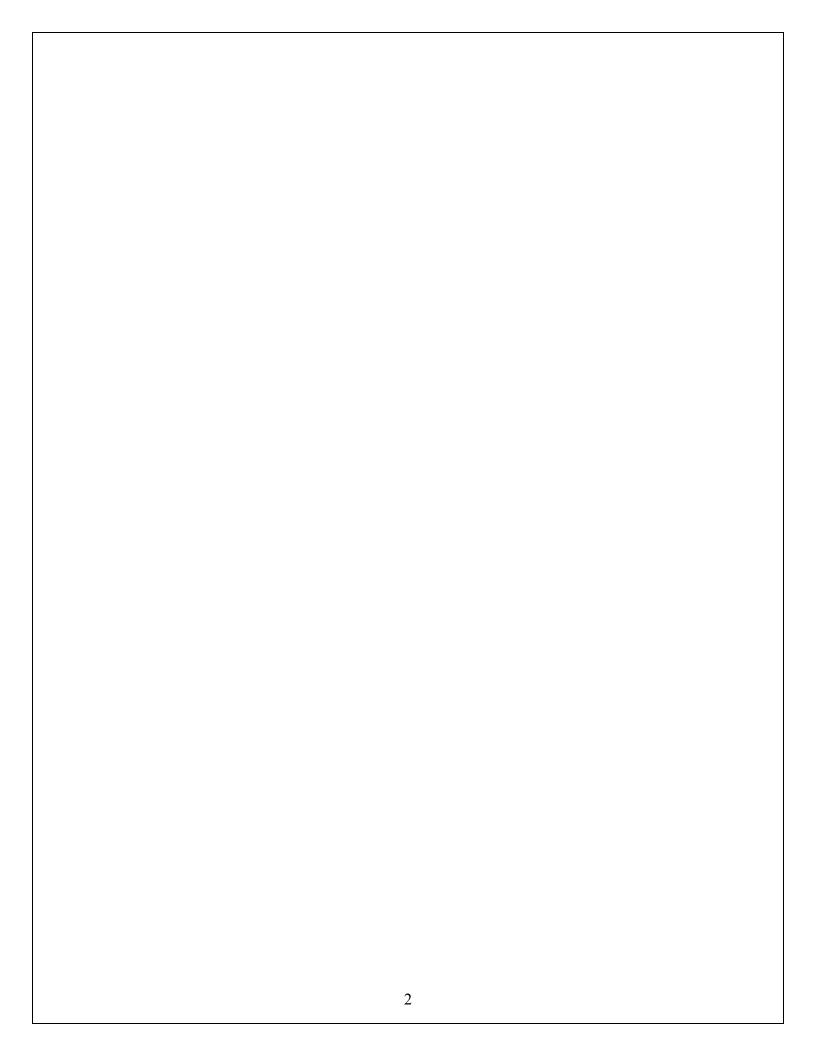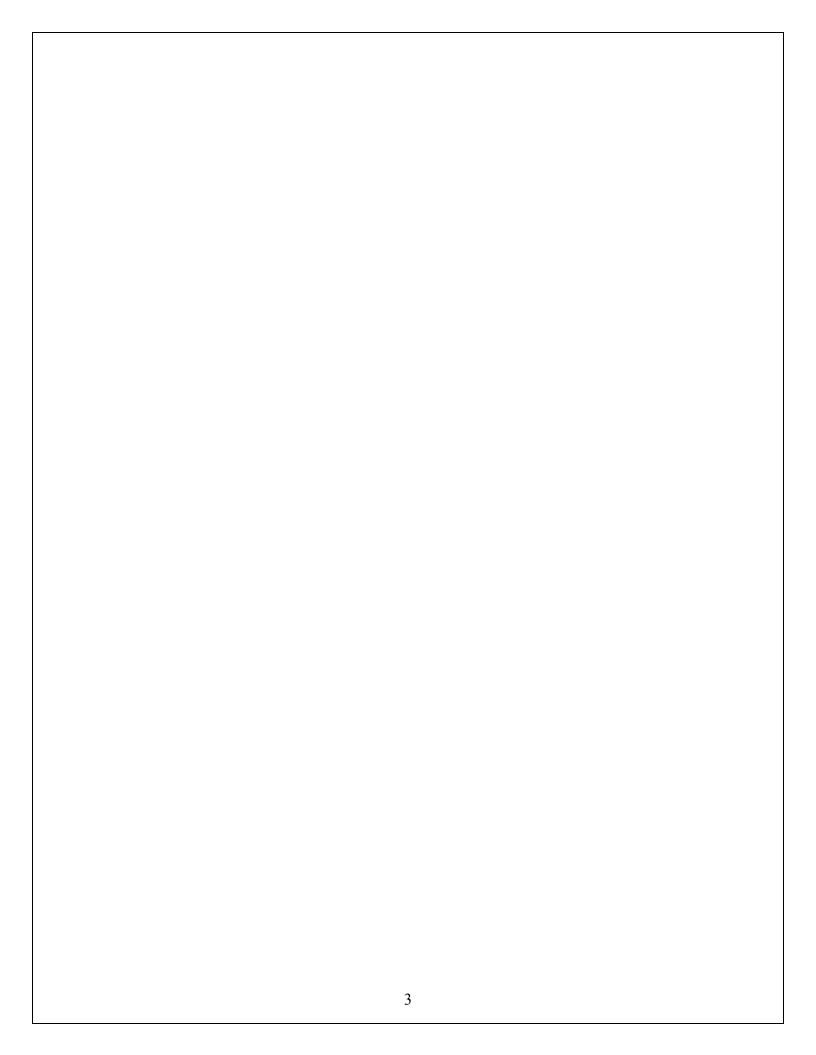
ADVANCE INFORMATION PACKAGE

May/03

LAW ENFORCMENT INSTRUCTOR
IN-SERVICE TRAINING PROGRAM
LEIISTP

ADVANCE INFORMATION PACKAGE

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LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM - LEIISTP

GENERAL INFORMATION

Purpose of the LEIISTP

The Law Enforcement Instructor In-Service Training Program (LEIISTP) is designed to certify Senior Instructors and law enforcement Program Specialists, and to provide a means of recertifying both Lead and Senior Instructors at the Federal Law Enforcement Training Center (FLETC). Graduation from the LEIISTP is essential to meet the FLETC requirements and to be eligible to receive a Senior Instructor or Law Enforcement Program Specialist Certificate. Others who desire to maintain their instructor certification may also attend this program.
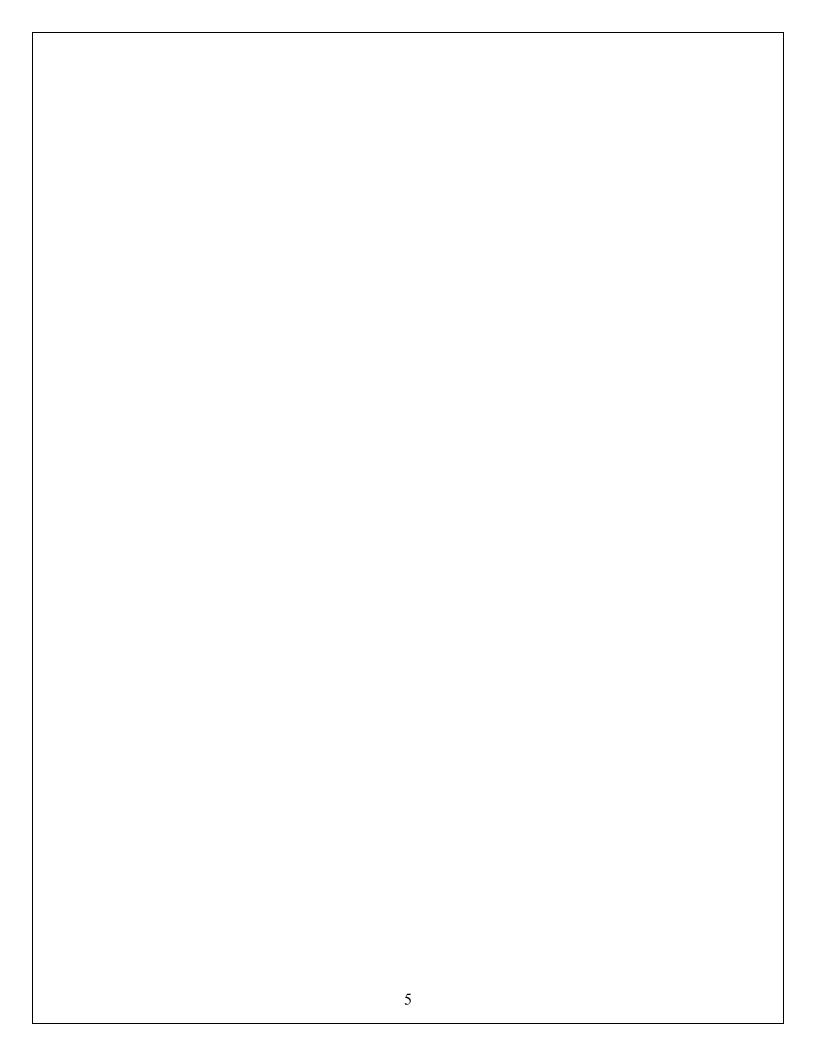
The LEIISTP is a Center Advanced training program managed by the Training Methodologies Branch (TMB) of the Training Management and Coordination Division (TMC). The program is offered approximately eight times annually to Center instructors and Partner Organization personnel assigned to Center programs. It is also open to Partner Organizations on a space-available basis. All LEIISTP participants must be graduates of the LEITP or an equivalent.

The LEIISTP incorporates a variety of electronic and traditional instructional methodologies including: e-learning, internet research, demonstrations, discussions, group problem-solving activities, individual and team assignments, lectures, panels, role plays and skits. The program provides the participants with numerous opportunities to enhance and improve their instructional skills in order to continue to conduct quality and up-to-date law enforcement training.

Standard Daily Schedule: 7:30 a.m. to 4:30 p.m.

The Program:

The LEIISTP is a five-day program (approximately forty course hours) which consists of three days of courses and one day of individual work on an *Independent Study* or *Collaborative Team Project*. Day 5 of the program provides an opportunity for the individuals, or teams, to present progress reports on their independent projects.

INDEPENDENT STUDY or COLLABORATIVE TEAM PROJECT

As a participant in the Law Enforcement Instructor In-Service Training Program you have the opportunity to work on a topic of special interest to you. Each class member will be given one full day during the program (day four) to begin work on a topic, to conduct further research on a subject, or to finish a project you might have already begun. It is hoped that you will consider the independent/collaborative portion of the LEIISTP as an opportunity and a springboard toward the development of a study topic of your own personal choice. This project may also be regarded as progress toward achievement of one of your goals or objectives of your individual professional development plan. Therefore, make sure your supervisors are aware of your project.

You may explore the topic either individually or in collaboration with one or more colleagues. The subject should be something of definite interest to you and of some merit to the FLETC, to your particular FLETC division, to your own Partner Organization, or to law enforcement in general. The topic you choose should not be a simple rehash or outline of a subject you already teach, or a brief *PowerPoint* presentation of a topic you have been teaching for some time. It should be something you have wanted to investigate and prepare. You are encouraged to use this time on day four to your advantage.

On day five of the program you will present a progress report to the full class. This report might include: 1) the objective and purpose of the study, 2) the benefit it will provide to law enforcement instruction, 3) the milestones you hope to pass along the way to completion, and 4) the projected date you plan to finish the study.

At a time approximately six months after you have presented your report, you will be contacted by the Research and Evaluation Division (RED). You will be asked to provide an update on the progress of your study, and to specify any support or constraints you may have encountered that have either helped or hindered you in your endeavor.

◆————————————————————————————————◆

You may use the attached form – "Independent Study or Collaborative Team Project" – to provide the Training Methodologies Branch (TMB) with a description of your project. Please submit this information without delay – by guard mail, fax, or email – well in advance of the start date of the program.

Additional Program Information:

Training Methodologies Branch: extension 2996.

SAMPLE LIST OF INDEPENDENT STUDY TOPICS
(A list of some of the topics that have been selected by prior participants.)

Adult Learning
Adult Learning Techniques in Law Enforcement (Collaboration Project)
Advanced Crime Scene Investigation Training Course
Advanced PowerPoint (graphics, photos, videos, hyperlinks, etc.)
Advanced Research Technology
After Action Reports for the CDC Process
ALERT International, Front-Wheel Drive Dynamics, Problems and Solutions
Areas of Basic Training that Need Additional Hours
Audit FAD CAIRS Ammunition Costs
The Behavioral Analysis of Law Enforcement Ethics
Building 15: Design and Set Up for Laboratory Studies
Case Organization and Training: Incorporation of a P. E.
Changes in the FITP Program
Chemical Agent Decontaminants
Combining AED and CPR in Basic PTD Programs
CRC for CLETP
Critical Incident Management
Curriculum Development (CDCs, CRCs)
Defensive Tactics Certification Requirements and Limitations
Development of a Trainee Stress & Stress Management Course for the LEITP
Development of an Adjunct to the Communication Lab "Blythe Island"
DITP: On-Range Instruction Lesson Plan
Dividing FITP into Basic, and Lead or Master
Driver Training Vehicles: Problems and Solutions
The Drug Wipe Test
Emergency Action Plan
Emergency Tactics for Active Shooters in Federal Buildings
Ethical Behavior Scenarios for Discussion and Presentation
Exercise and the FLETC Use of Force Model
Feasibility of Consolidating the CCI in the CITP
Federal Law Enforcement Off-Road Operations – Changes and Challenges
FLETC Communications Center for Law Enforcement
FLETC Instructor Training Programs
FLETC Training Support
Gang Resistance Education and Training Program Instructor Feedback
The Global Positioning System (GPS)
Hands-On Weapons Skills Evaluation
Holding Students to a Higher Standard/Improving Professionalism
The Impact of the FAA & TSA on the FLETC
Instructional Aids
The Instructor as Leader: Probity or Problem
Instructor Ethics (exam question divulgence, plagiarism, etc.)
The Integration of Verbal Judo into the Conflict Management Framework

Intermediate Weapons
Land Transportation Security Course
Law Enforcement Compatibility Assessment
Law Enforcement Officer – Flying While Armed
Leadership
Leadership Styles – Traits of a Good Leader
Lesson Plan Repository Tracking System for BSD
Linux as a Computer Investigative Resource
Marine Anti-Terrorism and the Immigrant Threat
Marine Training Branch – Vessel Replacement Initiative
Media Relations Overview
Multiple Suspect Elimination
Multiple Suspect Elimination CBT
New PTD Training
Paperless Resource Tracking for the FAD
Photo Enhancement and Admissibility in Court
Pilot Program Organization for Submachine Gun Training Program
Post-Blast Video Project
Principles of Leadership
Professionalism
Professional, Administrative and Staff Introductory Training
Program Modification Process Routing Form for TMC
Project Skidcar
Proposal to Combine Portions of Two DMD Lesson Plans
Reassessing the Training Needs of Patrol Officers for the New Millennium
Reducing Training Redundancy through the LEO Training Program Model
Revision of Criminal Investigator Shotgun
Revision of Syllabus: Rifle Data Book
Seaport Security Overview for TSA Special Agents
Senior Instructor Mentoring
Sexual Harassment Directive: A Missing Critical Component
Sexual Harassment in Federal Law Enforcement
Slow-Speed Bike Skills Evaluation Form
Standardized Field Sobriety Test (SFST)
Stress for Law Enforcement Families
Student-Centered Learning in Patrol Procedures Lab
Tactical Boat Ops
Terrorism and Weapons of Mass Destruction
Three Elements of Keeping Communications Simple
Tire Spike Strip Related Officer Deaths
Train the Facilitators/Trainers – Delivering Effective Ethics Programs
Training Standards for Partner Organizations in the Field
Urban High Intensity Training Course
The Use of CBT in PRD Basic Programs
The Use of Simulations in Training
Vehicle Inspection Procedure for NEVO
Weapons of Mass Destruction Training Program P.E.

SYLLABUS

COURE TITLE: Course/Program Development Process

COURSE NUMBER: 109

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2.5			2.5	LEIISTP

DESCRIPTION:

The development of high quality, cost efficient training programs is part of the mission of the FLETC. To develop training programs and courses, the FLETC uses the systems approach, which is a structural method used for the analysis, design, development, implementation, and evaluation of training.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a concept for a new law enforcement training program, the student will identify the steps to take to develop a new training program according to FLETC Directive 93-01. In addition, the student will identify the course development process according to FLETC Directive 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Identify the steps to take to develop a new law enforcement training program according to FLETC Directive 93-01.

EPO#2: Identify the steps to develop a FLETC course according to FLETC Directive 94-01.

STUDENT SPECIAL REQUIREMENTS:

1. Have a training program in mind to develop.

2. Have a course in mind to develop.

2. If the student does not have a training program or course in mind to develop, the student will work in a small group, with others, on the development of a new program and course.

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURE TITLE: e-Learning

COURSE NUMBER: 105

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1	1		2	LEIISTP

DESCRIPTION:

Technology has generated a wealth of creative opportunities for trainers – and for learners. The explosion of the Internet over the past decade (and related technologies such as "Intranets" and "Virtual Private Networks") has enormous implications for the world of training. This course describes the several benefits of electronic training, often referred to as "e-Learning", discusses its limitations, and points the student in several directions for further exploration.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

At the conclusion of this course the student will be able to identify the appropriate role of "e-Learning" in the world of adult training.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Define the term "e-Learning and identify several technologies that are included in this concept.

EPO #2: Identify several advantages and disadvantages of e-Learning.

EPO #3. Identify several commercial sources of assistance in the development e-Learning applications.

EPO #4. Identify several Internet web sites, commercial and otherwise , that provide Internet-based training opportunities.

STUDENT SPECIAL REQUIREMENTS:
Computer classroom with Internet access required.

METHOD OF EVALUATION:
Demonstrated proficiency.

SYLLABUS

COURE TITLE: Ethical Issues in Law Enforcement Training

COURSE NUMBER: 151

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2			2	LEIISTP

DESCRIPTION:

This course will examine several of the major ethical issues involved in law enforcement training. The bulk of the class time will deal with those principal ethics questions that involve instructors at the Federal Law Enforcement Training Center. Among those issues are copyright infringement, cultural sensitivity, fraternization, improper lab or P.E. "assistance," sexual harassment and disclosure of test questions. Through classroom discussion and team problem-solving exercises, the new instructors will devise effective means to prevent and/or resolve such ethical questions should they occur.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Encountering an issue of professional ethics, the new instructor will be able to effectively resolve the issue consistent with accepted ethical practices and FLETC policy, as well as avoid any appearance of impropriety.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Identify the major ethical issues involved in law enforcement training.

EPO #2: Identify ways to resolve certain ethical difficulties.

EPO #3. Identify sources from which to obtain advice or counsel regarding certain ethical
           concerns.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency in the team problem-solving exercises presented to the class.

SYLLABUS

COURSE TITLE: Formatting Lesson Plans

COURSE NUMBER: 132

COURSE DATE: NOV/2002

LENGTH OF PRESENTATION:

Presentation	Lab	P.E.	Total	Program
2			2	LEIISTP

DESCRIPTION:

This course is designed to enable the instructional staff to correctly format lesson plans using MicroSoft *Word*. The FLETC directive and manual 94-01 provide guidelines, samples, and directions for the creation and revision of lesson plans, and this course assists the instructor and instructional team by providing training in the necessary aspects of lesson plan formatting. The use of the *Word* outline feature, page numbering, and creating a table of contents are covered in the course. Instruction takes place in a computer room.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given the task of developing or revising a lesson plan, the instructor will be able to produce the document in accordance with the specifications of the MicroSoft *Word* program, and consistent with the guidelines found in the FLETC course development process manual FM 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1:   Identify the rules and procedures for outlining a document.

EPO #2:   Identify the process of inserting page numbers.

EPO #3:   Identify the method of creating a table of contents.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURE TITLE: Independent Study or Collaborative Team Project

COURSE NUMBER: 103

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
			8	LEIISTP

DESCRIPTION:

This block of time will allow the participant, either independently or in collaboration with one or more colleagues, to work on a particular topic of interest. The eight-hour timeframe may serve as a springboard toward the investigation of a specific subject matter. Any professionally related topic may be considered, but it should be one of particular interest and use to the instructor, the division, to the FLETC or to law enforcement in general. This is an opportunity for the participants to begin a study, conduct further research or work on a topic, or perhaps bring a study to completion. Topics such as *Advanced Presentations, Critical Incident Management, Curriculum Development (CDC/CRC), Principles of Leadership, Mentoring, Professionalism, Research Technology, Training Support,* an article for publication, or converting an existing lesson plan to a student-centered learning methodology are among those that have been suggested. However, any law enforcement-related topic of interest may be considered for this unit.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having selected a topic of interest, the participant (or members of the collaborative team) will present a fifteen-minute report to the class during the last day of the in-service program. The report should provide a brief description of the project, future milestones along the way to project conclusion, and the tentative completion date for the study.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Select an appropriate topic for an independent or collaborative study.

EPO #2. Conduct the essential research.

EPO# 3: Prepare and deliver a fifteen-minute progress report to the full class.

STUDENT SPECIAL REQUIREMENTS:

There are no Special Requirements.

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURE TITLE:　　　　　　Instructional Systems Design CBT

COURSE NUMBER:　　　　130

COURSE DATE:　　　　　　OCT/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
0.2	1.3		1.5	LEIISTP

DESCRIPTION:

At the FLETC, student-centered programs are developed and revised by a formal process based on sound educational principles. Proper design is an essential first step toward validation, so it must be done in a manner that is relevant, rational, and reliable.

Good program design, however, is both art and science. There are as many valid variations on the ISD-cycle as there are good course developers. The FLETC, in recognition of these facts, has adopted a flexible framework that promotes individual creativity, provides consistency, and ensures quality.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

The participants will be able to discuss for 10 to 12 minutes the Instructional Systems Design model used at the FLETC, identify each step in the process, and explain how each step flows into the next.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Group A will present the segments on Evaluation, Revision, and Analysis.

EPO #2: Group B will present the Design segment.

EPO #3: Group C will present the Development and Implementation segments.

STUDENT SPECIAL REQUIREMENTS:

Review the CBT entitled *FLETC's Instructional Systems Design Model*. Coordinate the presentation with other members of your group before class.

METHOD OF EVALUATION:

Demonstrated proficiency in team and student presentations.

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SYLLABUS

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COURE TITLE: Internet as a Research Tool

COURSE NUMBER: 3033

COURSE DATE: SEPT/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2	2		4	LEIISTP

DESCRIPTION:

The Open Sources of the Internet provide an extraordinary tool for law enforcement instructor researchers. This course describes the most efficient methodologies for research, provides guidelines on specific problem areas, and presents a list of helpful web addresses.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a computer with Internet access and a topical area for academic research, the student will be able to access the Internet, and search for and retrieve specific reference material to support the research topical area.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Identify advantages and benefits of the Internet as a Training Research tool.

EPO #2: Identify several techniques to apply when initiating an Internet research project.

EPO #3: Identify the appropriate techniques to utilize an Internet Search Engine.

EPO#4: Identify the proper format for Internet citations in the bibliography or reference area of a research paper.

EPO#5: Identify the proper steps to take in saving Internet files to a local disk.

EPO #6: Describe the appropriate and efficient use of browser Bookmarks.

EPO#7: Identify appropriate steps for protecting the user's identification and privacy when using the Internet.

STUDENT SPECIAL REQUIREMENTS:

Computer Workstation with Internet access.

METHOD OF EVALUATION:

Demonstrated proficiency in lab exercises.

SYLLABUS

COURSE TITLE: Introduction to Accreditation

COURSE NUMBER: 112

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
:30	:30		1:00	LEIISTP

DESCRIPTION:

This course is divided into two (2) parts, which include (1) a lecture/discussion regarding the background, mission, organization, and procedures of the Federal Law Enforcement Accreditation (FLETA) effort, an orientation to the types of standards required of an accredited academy or training program, and the expectations of program managers, supervisors, course developers, and instructors in meeting Instructor Certification requirements. The second part (2) is a laboratory in which participants will explore the role of assessors, apply various standards to current FLETC situations to determine whether standards are being met and, if not, determine corrective action.

TERMINAL PERFORMANCE OBJECTIVE:

Given a series of written FLETA standards the LEIISTP participant will determine whether FLETC exemplars meet the standards based upon the requirements listed on an assessor check sheet.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Identify the mission, goals, and anticipated benefits of the FLETA.

EPO #2: Identify key ISD, FLETA Certified Instructor standards, and general types of standards in the FLETA Standards Manual.

EPO #3: Using selected standards, determine whether sample files provide sufficient quality and quantity of information to meet FLETA standards.

EPO #4: Identify major barriers in applying FLETA Standards to FLETC training programs.

STUDENT SPECIAL REQUIREMENTS:

Handouts (one per student):

Assessor Compliance File Check Sheet
FLETA Standards Manual
PowerPoint Notes (3/pg.)
Sample Compliance File Folders (1 set per table)

Equipment:

Separate tables (small group workspace) for 3-5 participants
Computer
LCD Projector
ELMO or Vizcam
Flip Charts and Markers (1/table, 1 for instructor)

METHOD OF EVALUATION:

Demonstrated proficiency in peer review of individual and small group presentations.

SYLLABUS

COURE TITLE: Learning Environment Management

COURSE NUMBER: 102

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2			2	LEIISTP

DESCRIPTION:

This course is designed to assist practicing instructors with student advisement issues and learning environment management concerns. The emphasis of the course is on the appropriate procedures to follow when student problems arise; which of the FLETC directives would properly relate to the problem; and which contacts should be made when misconduct problems occur.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

When met with an issue of student advisement or classroom management, the instructor will determine the various options available for student assistance, or an acceptable means of resolving the classroom problems consistent with the pertinent FLETC directives and support offered by the different FLETC services and divisions.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO #1: Identify the responsibilities and range of support offered by the Training Management Division.

EPO #2: Identify the avenues available for a student to obtain help.

EPO #3: Examine the appropriate FLETC directives for guidance concerning student discipline issues.

EPO #4: Demonstrate the ability to effectively manage classroom problems.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURSE TITLE: Problem-Solving Models

COURSE NUMBER: 104

COURSE DATE: DEC/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1.5			1.5	LEIISTP

DESCRIPTION

This course is designed to give law enforcement instructors and/or other staff a fundamental knowledge of the use of problem-solving models. The format for this block of instruction is the facilitated format, which will require the students to be responsible for their own learning once they have received a basic explanation of the structure of a problem-solving model. The students will complete an assignment within the classroom using one of the problem-solving models given them.

TERMINAL PERFORMANCE OBJECTIVE:

Given a scenario, the student will solve a classroom/tutorial problem using one of the four problem-solving models provided.

ENABLING PERFORMANCE OBJECTIVES:

EPO #1:   Identify what a problem-solving model is.

EPO #2:   Identify and define four problem-solving models used in law enforcement today.

EPO #3:   Demonstrate problem-solving models using an "instructor" issue provided.

SPECIAL REQUIREMENTS:

None

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURE TITLE: Student Assessment

COURSE NUMBER: 123

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1	1		2	LEIISTP

DESCRIPTION:

The basis of all criterion-referenced assessment instruments is that two distinct groups of student exist in the training environment, namely, the qualified and the unqualified. The task of these instruments is to reliably identity and distinguish these two groups.

At the FLETC, student performance is measured by written multiple-choice tests, by practical exercises, or by both. Proper design and delivery of these evaluation instruments is essential to certification and must be done in a manner that is justified, reliable, and defensible.

Futhermore, when a preliminary set of written test-items and /or performance-based evaluation criteria is created prior to writing the lesson plan, a much more student-focused product follows. These job-related evaluation criteria allow the course developer to prepare students with the appropriate knowledge, skills, and attitudes (KSAs) needed for success on he job, while avoiding nice-to-know, but superfluous, filler.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a job related learning goal, the participating law-enforcement instructor will describe a process for developing effective assessment instruments, establish evaluation criteria, and defend the ability of those instruments to distinguish between qualified and unqualified students.

ENABLING PERFORMANCE OBJECTIVE (EPO): Upon completion of this block of instruction the participating law-enforcement instructor will be able to:

EPO #1: Describe the characteristics (qualitative KSAs) of the two groups to be distinguished, i.e. the qualified vs. the unqualified students.

EPO #2: Contrive questions and/or situations that could be used to assess each of those distinguishing qualities.

EPO #3: Construct quantitative scales, simulations, and/or analogues for these qualities.

EPO #4: Develop minimum standards, opportunities for remediation, and consequences of repeated failure.

EPO #5: Develop a plan to collect empirical data, measures of the effectiveness of the instruments, and a process for adjusting the standards.

SPECIAL REQUIREMENTS:

None

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURE TITLE: Student-Centered Learning

COURSE NUMBER: 101

COURSE DATE: JULY/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2			2	LEIISTP

DESCRIPTION:

This course introduces the participants to the aspects of student-centered learning (SCL) methodologies. Student-centered learning places the focus on the students and on active learning, whereas teacher-centered learning focuses more on the instructor as imparter of information. The concepts of team building, team roles and team projects are introduced, including the techniques of brainstorming, "jigsawing," discussion and forming consensus reports. During the course the students work in teams on introductory projects such as defining the procedures involved with SCL, determining benefits of SCL, and on identifying the roles of the classroom facilitator and of the learner in an SCL setting.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Within a classroom environment, the participant will conduct a variety of student-centered learning activities by engaging the students in several effective learning exercises and projects in order to bring about competency in the particular topic or subject matter.

ENABLING PERFORMANCE OBJECTIVES (EPO):

EPO#1: Identify the fundamental aspects of student-centered learning.

EPO#2: Identify the benefits of student-centered learning.

EPO #3: Identify the role of the learner in a student-centered learning environment.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency.

LAW ENFORCEMENT INSTRUCTOR
IN-SERVICE TRAINING PROGRAM
(LEIISTP)

INDEPENDENT STUDY or COLLABORATIVE TEAM PROJECT

Please indicate your project title below, then *guard mail*, *fax* or *email* this information, *prior to the training date*, to:

Training Management Division
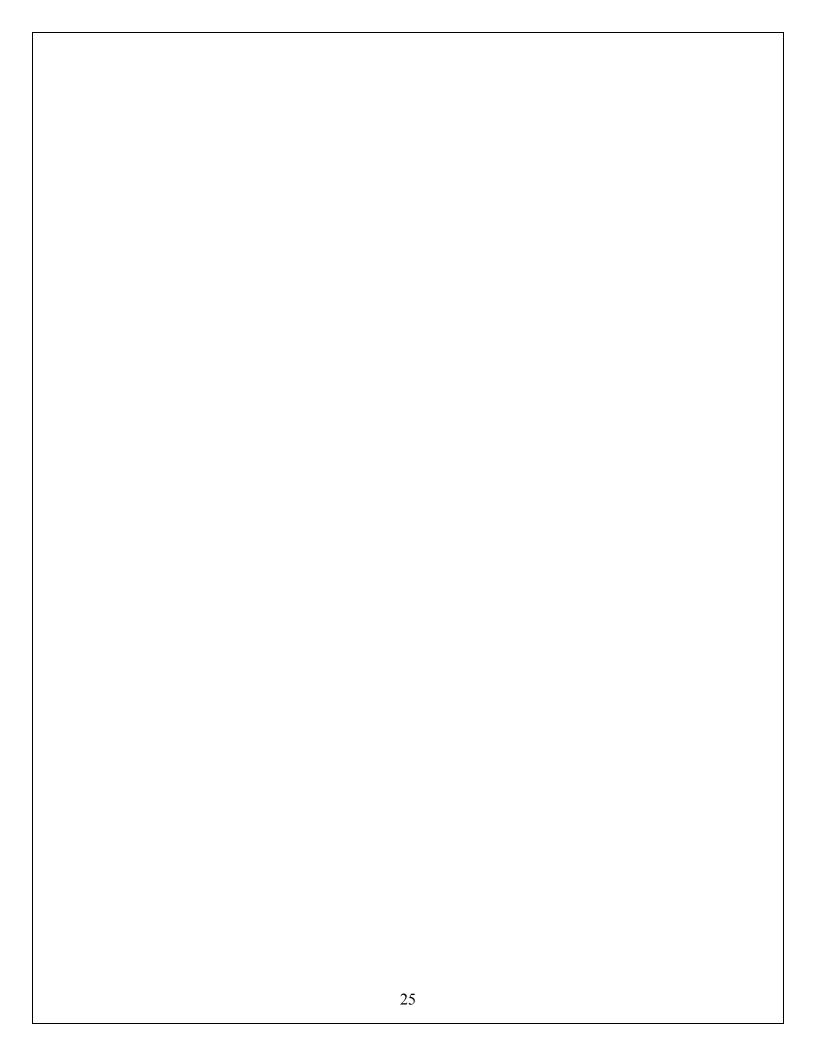**Training Methodologies Branch**
Town House 382

Fax: 2691

Email to Mary Latham at:
Mary.Latham@dhs.gov

_____   _____   _____
(Your Name)   (Division)   (Phone Number)

My Independent Study Project is:

_____
(Title of Project)

(Check one)

☐   I am working on
this project alone.

☐   I am collaborating on this project with:

_____

_____

Note:

Day Four of the program is designated for you to work on your *Independent Study or Collaborative Team Project*. On Day Five you will present a 15-minute report on the project to the full class. If you have collaborative team members who are not part of this program, you may want to invite them to assist you with the Day Five report to the class. (Please see page 5 of the *Advance Information Package* for additional details.)

For information please call Mary Latham, Program Technician, at extension 2996.

FEDERAL LAW ENFORCEMENT TRAINING CENTER

Revised: 09/09/03

LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM

PROGRAM SPECIALIST: MIKE FORCE — BLDG. NO: 216

PROGRAM TECHNICIAN: MARY LATHAM — ROOM NO: 129

EDUCATIONAL AIDE: | CLASS NO: LEIISTP- | AGENCY: MIXED | WEEK NO: 1

HOURS	MON	(1)	TUE	(2)	WED	(3)	THU	(4)	FRI	(5)	
7:30	WELCOME AND		106		109		103		130		7:30
	ORIENTATION		INTERNET AS A RESEARCH		COURSE/PROGRAM		INDEPENDENT STUDY OR		INSTRUCTIONAL SYSTEMS		
8:30			TOOL		DEVELOPMENT PROCESS		COLLABORATIVE TEAM		DESIGN - CBT (TEAM REPORTS)		
	TMC				(7:30 - 9:45)		PROJECT				
8:30	101		BLDG. 212, ROOM _____		PANEL DISCUSSION AT 8:30		(WORKSHOP)				8:30
	STUDENT-CENTERED		(INTERNET CAPABLE)						RED		
9:30	LEARNING (SCL)								103		
									INDEPENDENT STUDY OR		
9:30									COLLABORATIVE TEAM		9:30
					RED				PROJECT PRESENTATIONS		
10:30					104						
	EOD/SSD/TMC				PROBLEM-SOLVING						
10:30	(SCL PRESENTATION)				MODELS						10:30
11:30					(10:00 - 11:30)						
	EOD/SSD/TMC		FFI/ETD		USPP/EOD/TMC				FAD		
11:30											11:30
LUNCH											
12:30											
12:30	105		130		102		103		103		12:30
	e-LEARNING		INSTRUCTIONAL SYSTEMS		LEARNING ENVIRONMENT		INDEPENDENT STUDY OR		INDEPENDENT STUDY OR		
1:30			DESIGN - CBT (SELF-STUDY)		MANAGEMENT		COLLABORATIVE TEAM		COLLABORATIVE TEAM		
	BLDG. 212, ROOM _____						PROJECT (CONT'D)		PROJECT PRESENTATIONS		
1:30	(INTERNET CAPABLE)		112				(WORKSHOP)		(CONT'D)		1:30
			INTRODUCTION TO								
2:30			ACCREDITATION								
	FFI		TMC		TMC/BSD				FAD		
2:30	132		108		120				CRITIQUES and		2:30
	FORMATTING LESSON PLANS		STUDENT ASSESSMENT		ETHICAL ISSUES IN LAW				GRADUATION *		
3:30					ENFORCEMENT TRAINING				* (Graduation time will vary,		
	BLDG. 212, ROOM _____								depending upon the length		
3:30	(INTERNET CAPABLE)								of the Independent Study or		3:30
									Collaborative Team Reports.)		
4:30											
	FFI		RED		LC				TMC		
AFTER											AFTER
4:30	**DISTRIBUTION:** EOD, ETD, FAD, FFI, LC, RED, SSD, TMC, USPP								LEIISTPsched.xls		4:30

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